DOCUMENT RESUME

ED 347 739 EC 301 355

TITLE Career Awareness Resources for Exceptional Students (Project CARES) 1990-91. Final Evaluation Profile. OREA Report.

INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE 26 Jul 91

NOTE 15p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit.

AVAILABLE FROM Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston St., Room 732, Brooklyn, NY 11201.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Bilingual Education; *Career Awareness; Cooperative Programs; *Emotional Disturbances; English (Second Language); Hispanic Americans; Intermediate Grades; Interpersonal Competence; *Limited English Speaking; Native Language Instruction; Program Effectiveness; Program Evaluation; Secondary Education; Social Development; Spanish Speaking

IDENTIFIERS New York City Board of Education; Project CARES NY

ABSTRACT

Project CARES (Career Awareness Resources for Exceptional Students) of the New York City Public Schools served 67 Spanish-speaking students with intensive social and emotional needs and limited English proficiency. The students were ages 10 to 21. The project provided students with instruction in English as a Second Language, Native Language Arts, and bilingual instruction in the content areas. The project sponsored a joint venture in which students, parents, supervisors, community residents, and local business entrepreneurs introduced students to the job market. Evaluation of the project found that it raised the self-esteem and confidence of the students. It equipped staff to work together to achieve common goals and equipped students with instruction in how to do peer tutoring. The need for additional training for project staff is noted. This evaluation report covers staffing, implementation and outcomes by individual objectives, and a case history. An appendix describes data collection and analysis procedures. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED347739

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

OREA Report

CAREER AWARENESS RESOURCES FOR EXCEPTIONAL STUDENTS (PROJECT CARES) 1990-91

FINAL EVALUATION PROFILE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert Tobias
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 301355

BEST COPY AVAILABLE

CAREER AWARENESS RESOURCES FOR EXCEPTIONAL STUDENTS (PROJECT CARES) 1990-91

FINAL EVALUATION PROFILE

NEW YORK CITY BOARD OF EDUCATION

H. Carl McCall
President

Irene H. Impellizzeri
Vice President

Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra
Members

Joseph A. Fernandez
Chancellor

DIVISION OF STRATEGIC PLANNING/RESEARCH & DEVELOPMENT

Robin Willner
Executive Director

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Brooklyn, New York 11201; or to Director, Office for Civil Rights, Department of Education, 26 Federal Plaza, Room 33-10, New York, New York 10278.

7/28/91

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Cyril Wallace for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
New York City Public Schools
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

CAREER AWARENESS RESOURCES FOR EXCEPTIONAL STUDENTS (Project CARES)

Grant Number: T003A00155

1990-91

EXTRACT

PROJECT DIRECTOR: Yvonne Tavares-Jimenez FUNDING CYCLE: Year 1 of 3

SITES

School	Community School District	Grade Levels	Enrollment (Total 67)
P. S. 12X	11	6, 7, 8, 9	38
P. S. 754X	7	6, 7, 8, 9	29

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	67

Countries of Origin	Number of Students
United States	36
Puerto Rico	19
Dominican Republic	7
Honduras	1
Other countries	4

Mean Years of Education in Native Country: 2.2; in the United States: 7.8

Percentage of Students Eligible for the Free Lunch Programs: 100.0

Most of the students' families had been in the United States for more than three years and were at or below the poverty level. They did not speak English as their primary language. Many of the students were deficient in reading and writing skills in their primary language. There were many one-parent households. In homes where there were two parents, usually one was employed. Very few parents came to the school voluntarily. If they came at all, it was usually at the school's request.

ADMISSION CRITERIA

The School Based Support Team (S.B.S.T.) and the Committee on Special Education (C.S.E.) selected students. Criteria for selection included Language Assessment Battery (LAB) scores at or below the 40th percentile, certification for special education, a chronological age between 10.9 and 21 as of September 1990, and difficulty functioning in a monolingual setting.

The C.S.E. and the S.B.S.T. recommended students categorized with intensive social and emotional needs (categorized as in need of Specialized Instructional Environments [S.I.E.] VII) to Project CARES. All members of the S.B.S.T. were fluent in the Spanish language.

PROGRAMMING

Features

Career Awareness Resources for Exceptional Students (Project CARES) targeted two public schools with large numbers of special education students of limited English proficiency (LEP). It provided the students with instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and bilingual instruction in the content areas. The project sponsored a joint venture in which students, parents, supervisors, community residents, and local business entrepreneurs introduced students to the job market.

Strengths and Limitations

The program raised the self-esteem and confidence of the students. The training program equipped the staff to work together to achieve a common goal and the students with instruction in how to do peer tutoring. The project director reported that the project staff needed extra training on guidelines and procedures for the bilingual program. Some of the tax-levy teachers were not experienced bilingual teachers; and the site coordinators, whose experience was also limited, required training.

CONCLUSIONS AND RECOMMENDATIONS

Project CARES was fully implemented. It met its objectives for the content area subjects of science, mathematics, and social studies. It met one of three career awareness objectives and partially met its objective for attendance. It failed to meet the objective for E.S.L. and a second career awareness objective, and did not supply the data needed to evaluate a third career awareness objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Select or develop an instrument to measure occupational aspirations.
- Supply OREA with all data necessary to evaluate all objectives.
- Explore ways in which to improve performance in E.S.L.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 3)

Title	Degree	Language Competencies	Teaching/Communicative Proficiencies (TP/CP)*
Project Director	M.A.	Spanish	TP
Site Bilingual Coordinator	M.A.	Spanish	TP
Site Bilingual Coordinator	M.S.	Spanish	TP

Other Staff Working With Project Students (Total 12)

Degree	Certification	Language Competencies	Teaching/Communicative Proficiencies (TP/CP)*
B.A. 2	Bil. Common Branches 1	Spanish 12	All TP
B.S. 4	Bil. Spec. Ed. 2		
M.S. 6	Common Branches 1		
	Speech 1		
	Special Ed. 4		
	T.P.D. 3		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

The project relied heavily on computer-assisted instruction in mathematics, reading, and writing. The career education component provided the students with hands-on experiences at job sites.

English as a Second Language (E.S.L.)

E.S.L. was offered at a beginning, intermediate, or advanced level five times a week at both sites.

The teachers taught drama techniques with the National Textbooks Living in English. They used Barrent Publications' Writing Power series for teaching E.S.L. Students used the Josten Instructional Computer Program, a program of instruction in English concentrating on listening, reading, and writing skills.

More advanced students tutored their peers in English. The low teacher-student ratio (ten students in a class with a teacher and a paraprofessional) facilitated whole-class and individual instruction.

---

* Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- By June 1991, 70 percent of the participating LEP students will show statistically significant gains in English language proficiency.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: March 1990; posttest: March 1991.

Number of students for whom pre- and posttest data were reported: 14

Mean gain: 0.4 N.C.E.s (s.d.= 3.9)

Mean gain is not statistically significant (t= 0.41, p>.05).

Project did not meet objective.

Native Language Arts (N.L.A.)

Estimated Percentage of Students Lacking Literacy Skills in Native Language: 85

The teachers incorporated N.L.A. in the E.S.L. component when students required it. The project did not propose an objective for N.L.A.

Content Area Subjects

Teachers taught content areas using E.S.L. methodology supplemented by native language instruction. The bilingual paraprofessionals assisted in providing instruction.

They used the National Textbook Company's Nice and Easy grammar and Spanish for Beginners for instruction. They integrated N.L.A. activities with the content areas, using the Voluntad Publishers' The Names of Puerto Rico and Las Gotas de Agua y Otras Poemas. Students engaged in peer tutoring.

Teachers taught content areas using E.S.L. methodology supplemented by native language instruction.

Science. Classes used the Addison Wesley's Science 4 and 5 textbooks, and Macmillan's The Earth and Its People. Teachers used experiments to promote hands-on activities.

- By June 1991, 70 percent of the students enrolled in science will score at or above the passing criterion of 65 percent.

Evaluation Indicator: Final course grades

Number of students enrolled in a science course: 38

Final grades at or above 65: 100 percent

Project met objective.

---

*OREA used a gap reduction evaluation design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s. in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Mathematics. Teachers used the McGraw Hill texts, Practice Problem Solving as well as computer-assisted instruction. The Jos.en Instructional Computer Program gave the students immediate reinforcement, as it verified answers to problems and corrected errors. Students also had hands-on experiences as they worked at community jobs during the regular school day.

- By June 1991. 70 percent of the students enrolled in mathematics will score at or above the passing criterion of 65.

Evaluation Indicator: Final course grades

Number of students enrolled in a mathematics course: 67

Final grades at or above 65: 77.6 percent

Project met objective.

Social Studies. Teachers used the Barrent Publications' Cloze in Social Studies and Macmillan's Earth and Its People.

- By June 1991, 70 percent of the students enrolled in social studies will score at or above the passing criterion of 65.

Evaluation Indicator: Final course grades

Number of students enrolled in a social studies course: 67

Final grades at or above 65: 79.1 percent

Project met objective.

Attendance

- By June 1991, as a result of participating in the program, project students' attendance will be significantly higher than that of mainstream students.

To promote improved attendance, the project staff encouraged students to participate in the planning of their programs, contacted the parents of absent students, and met at least once a week with students who were absent frequently.

School	Project Students' Rate	Mainstream Students' Rate
P. S. 12	63.2	51.7
P. S. 754	75.0	71.0

The difference between project and mainstream students' attendance rates for P.S. 12 was statistically significant ($z = 1.74$, $p = .05$).

The difference between project and mainstream students' attendance rates for P.S. 754 was not statistically significant ($z = 0.47$, $p > .05$).

Project met objective for P.S 12 but not for P.S. 754.

RETENTION AND WITHDRAWAL

The project did not propose an objective in this area.

	Number of Students	Percentage
Retained in grade:	26	38.8
Withdrew from program:	12	17.9

Reasons for Withdrawal

Transferred to other schools or programs:	6 (9.0 percent)
Withdrawn from the program by parents:	3 (4.5 percent)
Left the United States:	1 (1.5 percent)
Left program for unknown reason:	1 (1.5 percent)

Career Awareness

Career education activities involved site visits to companies such as the Young Adult Institute, and visits by successful career people to talk about job requirements in their fields of expertise. The students also developed occupational scrapbooks and wrote articles for class newsletters telling about job opportunities.

- By June 1991, as a result of participating in the career awareness/exploration class, 70 percent of enrolled students will show a significant improvement in occupational aspiration.

Evaluation Instrument: Maier Occupational Aspiration Scale.

The Maier Occupational Aspiration Scale does not exist. The project did not substitute another test.

OREA was unable to evaluate objective.

- By the end of the first project year, June 1991, the career resource specialist and curriculum specialists will have developed four instructional units in each of the content areas utilizing the learning strategies approach and career infusion technologies.

Evaluation Indicator: Project-developed instructional materials inventory

The career resource specialist and curriculum specialist did not develop the instructional units.

Project did not meet objective.

- By June 1991, all participating students will meet the bilingual career/resource specialist at least once monthly.

Evaluator Indicator: Program records.

Students met with the appropriate staff members as proposed.

Project met objective.

RETENTION AND WITHDRAWAL	Number of Students	Percentage
Retained in grade:	26	38.8
Withdrew from program:	12	17.9

Reasons for Withdrawal

Transferred to other schools or programs:	6	(9.0 percent)
Withdrawn from the program by parents:	3	(4.5 percent)
Left the United States:	1	(1.5 percent)
Left program for unknown reason:	1	(1.5 percent)

MAINSTREAMING

One student (1.5 percent of participants) was mainstreamed.

CASE HISTORY

G. was a nine-year-old female student who was born in Santo Domingo and recently came to New York City. After being tested, she was placed in a fifth grade special education bilingual class.

G. did well on the oral language test in Spanish and in picture vocabulary, but had difficulty with parts of speech. Although she understood both languages, she preferred speaking English. G.'s reading skills were at the first grade level. She had problems with word attack skills and reading comprehension and lacked reading skills in Spanish. She was able to solve problems dealing with money and time but had difficulty with measurement and fractions. G.'s attendance was poor.

After some time in the project, G. showed a marked improvement in her attendance. The involvement of staff and related service providers has helped her improve her behavior. She was able to control her anger and use of profanity. Her mother has been extremely cooperative and has come to school any time she has been asked to do so.

Although there has been improvement in G.'s behavior, it still keeps her from performing at a level consistent with her grade assignment.

APPENDIX A

DATA COLLECTION

Student Data Form

This is a one-page form completed by project staff on each participating and formerly participating (now mainstreamed) student. From the student data form OREA gathers data on demographics, academic outcomes, attendance, referrals, and student exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview includes questions on program, student, or staff characteristics not answered on the questionnaire. It also allows project staff to offer qualitative data and to clarify points they have already furnished.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. While percentile ranks are more familiar to many, percentile scales are not equal-interval and are unsuitable for such computations.

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine attitudes in students toward school and career, native language use, and native and mainstream cultures. Staff surveys and those for parents allow participants to evaluate workshops and staff development activities.

DATA ANALYSIS

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norming group would show a gain of zero N.C.E.s.

To test whether pretest/posttest gains are greater than could be expected by chance alone, OREA uses a t-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a z-test. The level of significance is set at .05 for all tests.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a t-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a z-test. The level of significance is set at .05 for all tests.